

Design Idea: EQUITY AND EXCELLENCE

Our Hawaii public schools will achieve high learning expectations, built around 21st century competencies, supported by quality teaching that meets the needs of all students and eliminates all achievement gaps.

Input from post it notes and chart papers:

DOE will open relationship w/3rd party to share data and collaborate on outcome
DOE take leadership role in bringing 3rd party services to schools or struggling students outside school (library)
Collaboration between DOE & state libraries to meet shared goals.
DOE & libraries work more closely with 3rd party providers to increase achievement and meet student needs
"All" should be removed.
The aim is to provide personalized learning to students but given the spectrum of learning needs of students, educators have difficulty attending to the personalized needs of each student.
Do we look at ADEQUACY?
CTE would benefit students in their area, but this should be across the board for all student
Don't teach down to the students who do not understand what/where the lesson(s) should be
More integrative students Proj. Based pedagogy in classrooms
Individualized education is how to provide equity which leads to excellence
Use a variety of measures other than standardized tests to measure "gaps"
Provide fair resources (not "equitable") to meet student needs level the "resource gaps"
Teacher incentive merit based pay
Right to hire/fire employees based on performance
Quality teachers for all students
Lower class sizes
Clearly define what equity is. And how we (students, teachers, principals, parents, etc.) can relate/use equity.
We have to find additional sources of revenue/funding for public education
To get away with the equal \$ per SpEd students and do a weighted system
Waianae/Ewa Beach schools need basics (air conditioners/books/physical environment like SpEd rooms with washer/dryers/bathrooms)
Schools in Waianae need experienced teacher(s) rather than new bus there was a program that Kumu Mililani Allen had to integrate new teachers regarding the culture of local kids also to have teacher stay past 2 years due to their forgiveness of student loans [sic]
To eliminate the achievement gap of SpEd & economically disadvantaged to make sure the exit the 3rd grade reading @ the 3rd grade level [sic]
Up to 3rd grade a student is learning to read after 4 & 5th grade a student reads to learn [sic]
Fairness & representation & respect for everyone-- eg. support & non-discrimination based on gender, sexual orientation, ethnic background, language, disability, religion, income, geographic residency (?).
Raise the bar that SpEd student can learn
Inclusion of equity will empower all and improve education
Professional learning communities to address universal and unique needs of ALL students (EIs, students w/special needs, GT)
We need to address equity & social justice issues.
Give priority to EIs and MLLs (and their families) to actively engage in the learning process
Develop cultural sensitivity
Utilize Universal Design for Learning to allow students more options to acquire knowledge and to show what they know.

Use Title II funding to strengthen school principals as instructional leaders
More training for principals about various subgroups (ELL, homelessness, SpEd, immigrant)
Intentional support like collegial coaching for principals
Co-teaching in classrooms to support all learners.
Abolish Unit 6 for Eos
We need to explore and redefine excellence so that it broadens beyond test scores.
Foster the idea that one size does not fit all
Important to have high, but realistic expectations of all students
Use community school models to make changes [??] that allow [?] access/ [sic]
Early learning needs to be included in all design ideas!
Smaller classroom sizes w/qualified staff
More inclusion settings w/individualized attention consistently given
^[increase?] parent engagement & involvement in the classroom
Examine policy & system barriers from student programs (i.e. afterschool) specific to 1 school
Create cadre of qualified Special Education/ELL mentor teachers to support teaching staff working with special populations
EOEL & Charter School preschools should include Special Ed children for <u>inclusive</u> settings
Ensure professional development opportunities & supports for teaching staff working with ALL children including Special Needs students, ELL, etc.
We need to broaden the scope of what you want to measure -- and the whole community should be involved
Find leaders who recognize what matters to students, teachers, & families--who recognize quality & communities. Hire them!
Micronesian children & children in poverty
Provide \$\$ funding for resource, ELL, SpEd teachers
Is excellence measured by General Education achievements?
How do we address the inequity of access to opportunities across schools in the state?
Personalized PD for teachers & Admin critical to scale [?] training to meet diverse needs. You will need a tool.
Teacher Eval focused on growth over time, evidence & supported by Admin, coaches, mentors, etc.
Would it be possible to maintain records of progress from exited ELL/SPED students?
Allow administrators and teachers to pursue and fill openings throughout the year as they become available with teachers that would best fit those vacancies
Increase funding for students (WSF)
Time for collaboration and planning.
Students that GE to another school. The WSF money should stay with the home school.
Our current language around education creates divisiveness (e.g. high needs, ELL, gap. .disadvantaged) When do we shift the narrative so <u>all</u> students feel respected, valued, gifted--and not categorized/marginalized?
We are already in 21st century start looking at 22nd
Equity in funding
CAS assign excellent/talented teacher s/high incentive \$5-10,000 not punishment
Time and \$ doesn't match needs, especially in ID of special needs
Needs to reflect population of school and demographics
Allow schools to choose sub groups
Provide for all talents theater math music art dance science gardening athletics
Hawaiian language & culture for <u>every</u> student in DOE. Bi-lingual to graduate. This is the ONLY place in the world where we speak Hawaiian. Multi-lingual better!!!
How do we provide equity for ELL students--esp for children of Micronesian descent
(1) ESSA committee is comprised of the same representative population as the DOE student population (2)Build a relevant ESSA lan for the population it will serve.

How can (??) provide more funding for charter schools' faculty & staff [difficult to decipher handwriting]
Not being so content-driven Focus on learning how to learn: valuing 4 c's in balance w/academics or integrated.
ELL, military, foster children in sub groups
Funding for mentor (??) -facilities-labs [unable to decipher handwriting]
CAS given authority to move excellent teachers to low performing schools--compensation
How will you support the Hawaiian Immersion Program? And teacher development.
Let the highest poverty schools be the most innovative (As opposed to more prescription) Support this with resources.
Encourage ESSA Task Force to be sensitive to the needs/wants of neighbor islands
Find ways to serve families out of school. Digital Equity Access. (So that fear does not prevent service)
Design must be flexible enough to allow school communities to fund innovative project(s) that benefit their students.
Celebrations, pride, & asset based interactions in some (of) our lower performing or stereotyped schools.
Emphasis on growth & progression of learning on a continuum
SpEd inclusion supported with "enough" personnel, coupled w/prof dev. & time (to build) for collaboration classroom teacher & SpEd teacher [sic]
Increased parental involvement by teaching communication skills to parents. Jim Manske- Maui, Nonviolent Communication for the Next Generation info @nucnextgen.org
Personalized learning becomes an integral element of DOE's accountability system when assessments themselves acknowledge diversity & differentiation
How do you address the gap with parents-- achievement gap between subgroups monetary resources
Community schools-- help address issues of poverty, mitigate risks (hunger, health care)
How does ESSA incorporate the LGBT students when it comes down to activities involving gender? (e.g. sports)
Advice: Teachers should motivate [sic] and encourage ELL students to their highest limit. Reach out and see when it blocking [sic] them from their learning.
Early childhood ed needed to address achievement gaps
More funding for Special Education classroom support personnel. More Educational assistants would help achievement gap
Provide resources to establish schools of remediation withing each school
Mentors important to help students with challenges. -Peer support to help students -Make sure not to stigmatize -Value effort, collaboration, innovation, not just test scores
Instructional approaches active, collaborative & allows multiple entry points into both content & learning processing
How does the ESSA Plan address supports for teachers new to Hawaii or to the Dept. to ensure quality teaching?
Is equity & excellence a contradiction? How do we focus on the needs of our students academically if social/physical/emotional needs not (met)
PTP credit should be student-driven, like the "senior project."
Attract & retain more qualified & passionate educators to become ELL & SpEd teachers by providing comprehensive supports, acknowledgment of achievements & growths, and opportunities for advancement
Equity-- include all islands in voice decision making
Equity-- resources for ELL at state level & schools
GPA- SpEd v. ELL
Its hard to discuss each of these "design ideas" in isolation because they are so tightly intertwined
How can ESSA be designed to truly support the change in the schools rather than design specific roles, guidelines, systems, etc.
SpEd students in general classrooms
Authentic assessments for student achievement
Equity & Excellence •IEP •ELL summer acculturation classes •Full Inclusion for diploma students •ID

	economically disadvantaged students & their needs so they can be successful in school
	Students are assessed on their <u>competencies</u> instead of being told what required course to take. Punahou and Brown University represent good examples of this idea.
	How will ESSA address ELL and the needs of one becoming proficient in the English Language?
	As we look to close the achievement gap via assessments –might it be considered that a percentage of proficiency be determined for groups rather than an [? Unable to decipher handwriting]?